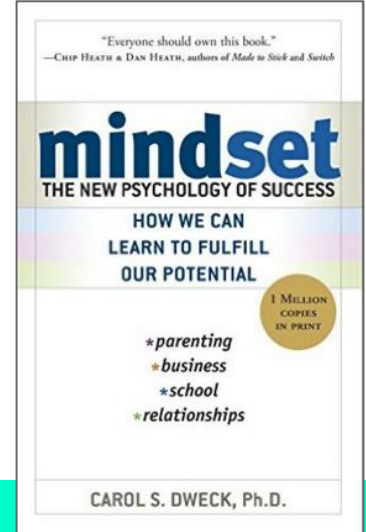
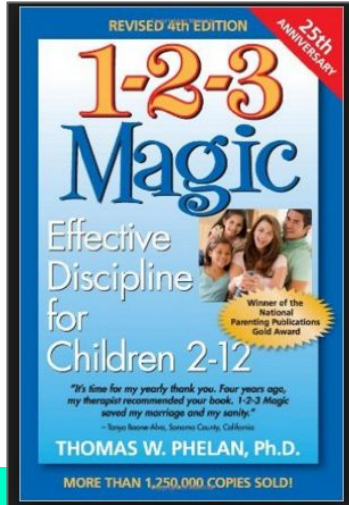


123 MAGIC AND MINDSET

PARENT WORKSHOP



Bollman Bridge Elementary School
November 16, 2016

Lynsay Gillis, HCPSS School Counselor
Mary Catherine Weaver, School Counseling Intern

AGENDA:

Introductions

Overview of Topics: *Why 123 Magic and Mindset?*

Breakout Sessions:

- 123 Magic for Parents (30 minutes)
- Mindset for Parents (30 minutes)

Questions

Evaluation and Raffle



HCPSS CONNECTIONS

Title I Standards (Policy 10000):

C. HCPSS staff will develop appropriate programs, partnerships, and practices to promote the involvement and engagement of all parents and the community.

HCPSS System Goals:

Families and the Community (Goal 3): Families and the community are engaged and supported as partners in education.

Bollman Bridge Elementary School SCHOOL IMPROVEMENT PLAN:

STUDENT ENGAGEMENT ACTION STEPS: Create a culture within our school that encourages a growth mindset in staff and students.

Mathematics Essential Curriculum Standards for Mathematical Practice (emphasized throughout the year):

Make sense of problems and ***persevere*** in solving them.

OBJECTIVES

123 Magic:

- Parents will understand the implementation of *123 Magic* as our school-wide behavior management system.
- Parents will identify start and stop behaviors in the context of school and home.

Mindset:

- Parents will explain the relationship between a growth mindset and academic achievement.
- Parents will utilize strategies to foster a growth mindset while supporting their child during academic homework.

BREAKOUT SESSIONS

Session 1 (6:00-6:30)

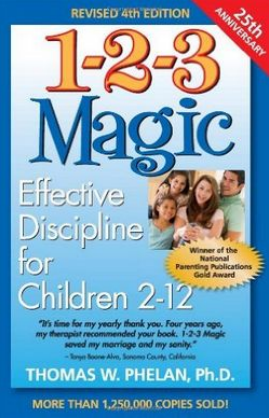
Session 2 (6:35-7:05)

Mindset Presentation-

Mrs. Icenogle's Classroom

123 Magic Presentation-

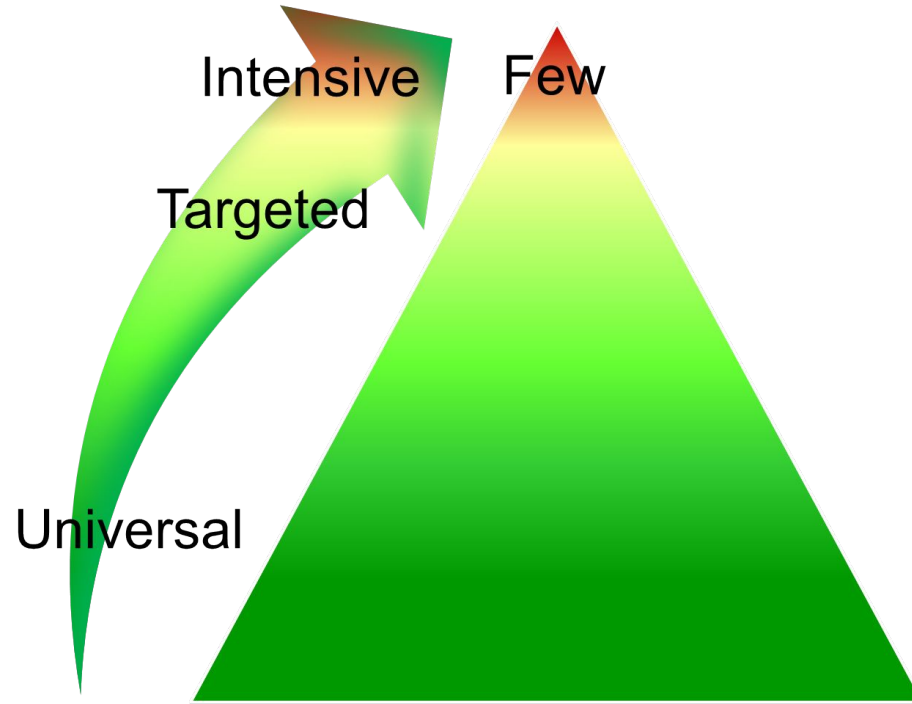
Media Center



123 MAGIC *FOR PARENTS*

Based on the book, 123 Magic: Effective Discipline for Children 2-12
by Thomas W. Phelan, Ph.D.

Presenters: Lynsay Gillis & Mary Weaver



80% - 90% OF STUDENTS RESPOND TO SCHOOL-WIDE BEHAVIOR SYSTEMS (PBIS)

Why do we need a school-wide behavior management system?

- To provide consistency for our students
- It's effective (80% of students respond immediately)
- To teach behavior expectations before there are behavior concerns
- "123 Magic" is paired with daily modeling, teaching, and positive reinforcement

Start

Bolton Bridge Elementary School

10

Beaver Buck!

☐ Respectful
☐ Responsible
☐ Safe

We appreciate that you: _____

Name: _____

Staff Signature: _____



WHY 123 MAGIC?

123 Magic is a systematic behavior management system that is part of Bollman Bridge's school-wide Positive Behavior Interventions and Supports (PBIS) program.

Little Adult Assumption

The belief that kids are reasonable and unselfish...

Just smaller versions of grownups.

They are misbehaving and not cooperating because they don't have enough information....



Over reliance
on words and
reasons

Talk Persuade
Argue Yell
Syndrome

Lacey Tsonis, Howard County Office of Children's Services www.howardcountymd.gov/children
www.facebook.com/HoCoCitizen

Reality:

Children are unreasonable and egocentric.

Choose a method that is firm, gentle, and largely non-verbal.

Repeat it until desired behaviors appear.

The older the child, the more talking and reasoning you can add to your parenting method.

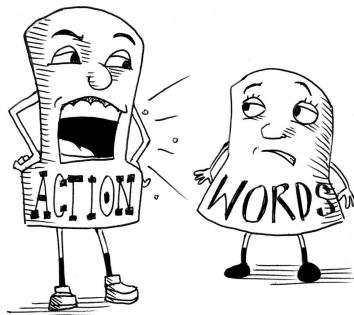
Children with a mental age of two years can benefit from 123 Magic!

THE 2 BIGGEST PARENTING MISTAKES:

Too Much Talking!

Excessive explaining makes kids less likely to cooperate.

It confuses, angers, and irritates them.



Too Much Emotion!

Angry emotions often lead to doing the wrong thing.

Getting you upset is a win for the child. Your reaction reinforces the behavior!

START AND STOP BEHAVIORS

Understanding STOP Behaviors:

A STOP behavior is a disruptive behavior that the adult would like the child to immediately stop.

Examples of STOP Behaviors Include:



Whining

Disrespect

Yelling

Teasing

Arguing

Understanding START Behaviors:

A START behavior is a nondisruptive behavior that the adult hopes to see. When done independently, start behaviors should be positively reinforced. If the child won't start or follow a direction, use an alternative to counting.

Examples of START Behaviors Include:



Listening

Doing Chores

Polite Language

Completing homework

POP QUIZ!



QUIZ: QUESTIONS AND ANSWERS

1. WHINING (STOP)
2. HITTING a YOUNGER SIBLING (STOP)
3. REFUSAL TO WORK ON HOMEWORK (START)
4. YELLING (STOP)
5. INCOMPLETE CHORE OR HOUSEHOLD JOB (START)
6. THROWING TOYS (STOP)
7. ARGUING (STOP)
8. AVOIDING BEDTIME (START)
9. FIGHTING (STOP)
10. EATING DINNER (START)

OVERVIEW: HOW TO USE 123 MAGIC

When a child is exhibiting a stop behavior:

- a. Hold up one finger, look at your child and calmly say "That's 1."
- b. Give him/her time and space to correct their behavior.
- c. If your child continues the same behavior (or a similar behavior), hold up two fingers and say, "That's 2."
- d. Give them a second chance to correct their behavior.
- e. If the behavior continues, hold up three fingers and say, "That's 3; Take 5."
- f. "Take 5" indicates to the child that they are to move to the designated time out area. A timer is set for 3-5 minutes.
- g. After the timer goes off, the child quietly rejoins his/her activity.
- h. If your child does not appear ready to join the group, they may extend their time out.



REMEMBER- WHEN YOUR CHILD COMES OUT OF TIME -OUT, DON'T
TALK ABOUT IT!

EXCEPTIONS AND VARIATIONS:

You can skip right to “3” for serious behaviors like hitting, biting, inappropriate language.

If this happens you can provide a one line explanation: “We don’t bite people; biting hurts. Go to time out.”

During sibling conflict, you should count both children.

Don’t ask, “Who started it?” or “What happened?” Do not assume that the older child is more mature than the younger child.

Pouting is designed to make you feel guilty.

Say nothing, turn around and walk away. If your child follows you, “That’s one.”

If the tantrum continues and your child won’t go to timeout, a judgement call is required.

Do nothing for 15-30 seconds. Tell the child that they can either calm down and serve their time-out OR they can have an alternative consequence (ex:loss of privilege, small chore, etc.)

TIME OUT OR ALTERNATIVE?

Stop Behaviors: Time Out/Rest Period

OK for child to see you

No eye contact

No talking/lecturing

Appropriate area

Can be done in public

5 minutes is usually appropriate



Start Behaviors: Alternatives to Counting

Loss of a privilege

Token fine

Small chore (large chore)

Reduced computer time



POSITIVE REINFORCEMENT!

When children demonstrate appropriate behaviors, we want to positively reinforce their behavioral efforts!

Parents can use verbal praise & small incentives.

These do not need to be expensive or tangible.



IDEAS:

Choose what is served for dinner tonight.

Child chooses a family game

Read a story to your child

Go on an adventure

Five minutes of staying up late

Go for a walk outside

Do one of your child's chores for them

MINDSET



Based on the book, Mindset: The New Psychology of Success by Carol
S. Dweck, Ph.D.
Presenter: Megan Icenogle

SELF ASSESSMENT

I like trying new things.

I enjoy challenges.

People can change how *intelligent* they are.

I can learn *anything* I want to.

It is okay to make mistakes.

I am happy when other people do well.





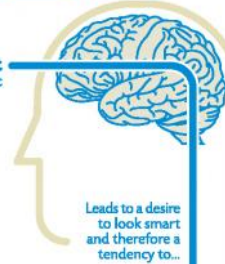
Ameet Ranadive, March 24, 2016

<https://medium.com/@ameet/fixed-v-growth-mindset-902e7d0081b3#.83cdro4tp>

FIXED

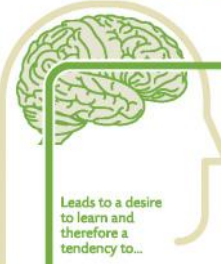
GROWTH

Fixed Mind-set
Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

Growth Mind-set
Intelligence can be developed



Leads to a desire
to learn and
therefore a
tendency to...

CHALLENGES

...avoid
challenges



...embrace
challenges



OBSTACLES

...give up
easily



...persist in the
face of setbacks



EFFORT

...see effort as
fruitless or worse



...see effort as
the path to mastery



CRITICISM

...ignore useful
negative feedback



...learn from
criticism



SUCCESS OF OTHERS

...feel threatened
by the success
of others



...find lessons and
inspiration in the
success of others



carol dweck,
PROFESSOR OF PSYCHOLOGY at Stanford University



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=HIIEeMN7VBQ](https://www.youtube.com/watch?v=HIIEeMN7VBQ)

SORTING ACTIVITY!



Sort the statements into fixed or growth statements

SORTING!

Fixed:

- I've never been good at math.
- It's too hard for me.
- It's good enough.
- I made a mistake.
- She's so smart. I will never be that great.
- I give up.
- I am awesome at this.
- Wow, I wish I was that talented.
- I've never been good at spelling.
- I was born with my mathematical talents.

Growth:

- I am on the right track.
- This may take some time.
- I can look for new strategies.
- What can I add to improve this?
- I am going to figure out how she does it, so I can try.
- What am I missing?
- I'll train my brain to think mathematically.
- This mistake is helping me learn.
- I am interested in learning.
- With more effort, I will be successful.

THE MATH-CLASS PARADOX

*“If you ask most students what they think their **role is in math** classrooms, they will tell you it is to **get questions right**. Students rarely think that they are in math classrooms to appreciate the beauty of mathematics, to ask deep questions, to explore the rich set of connections that make up the subject, or even to learn about the applicability of the subject; they think they are in math classrooms to perform....**Students with a “growth” mindset** are those who believe that their ability is not “fixed” and that failure is a natural part of learning. These are the students who **perform at higher levels in math and in life**. But students don’t get the opportunity to see math as a growth subject if they mainly work on short, closed questions accompanied by frequent tests that communicate to them that math is all about performance and there is no room for failure.”*

[Click Here!](http://www.theatlantic.com/education/archive/2015/12/math-class-performing/421710/)

<http://www.theatlantic.com/education/archive/2015/12/math-class-performing/421710/>

HOW CAN PARENTS HELP?

1. Have daily learning discussions:

What did you learn today?

What mistake did you learn that taught you something?

What did you try hard at today?



2. Praise:

DO

Praise effort, persistence,
strategies

DON'T

Praise intelligence

Students praised for effort are more likely to work hard, longer, and enjoy difficult tasks, compared to students praised for intelligence. - Carol Dweck

[\(Video\)](#)

3. Teach your child about brain plasticity.

The human brain has the ability to change throughout life.

Brains can reorganize themselves by forming new connections among brain cells (neurons).

4. Encourage risk, failing, and learning from mistakes.

Failure teaches resiliency!

5. Encourage and model positive self-talk.

Instead of....

I can't do it!

This is too hard.

It's good enough.

Try....

What am I missing?

This may take effort.

Is this my best work?

Praise

Challenges

"I am excited how you are stretching yourself to learn hard things."

"If it doesn't challenge you, it won't change you."

"You don't need to be an expert in something to try it."

Obstacles

"I notice you are persevering through a difficult problem."

"Great job putting forth effort and looking for strategies."

"Failure is not fatal."

Effort

"I like the way you took a risk on that problem."

"I really like the way you concentrated on that task and finished it."

"That's quite an improvement. I can see you're really trying!"

Criticism

"I notice you thinking about the advice you were given."

"I see you striving for success by trying my suggestions."

"I like the way you are improving your work."

"

Success of Others

"What strategies did he/she use to get to that answer?"

"Maybe he/she will show you how they solved the problem."

"What lesson can be learned from their success?"



Use the fixed statements from your sorting activity and reframe them into growth-minded ones!

Now, reframe the following:

You're so smart!

Wow, you're such a good artist.

You are gorgeous.

You are so clever.

Great job getting the right answer on the math problem.

QUESTIONS
EVALUATION
RESOURCES
LOANING LIBRARY

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